

South Carolina
School Library Media Center Programs

Catalyst:

Setting the Standards for Student Learning through School Library Media Centers

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Foreword

Collaboration is a key element in education today. It is incumbent upon all South Carolina educators to establish strong partnerships in support of effective, standards-based library media programs. Parents, teachers, administrators, and school library media specialists can utilize these quality library media programs to create positive learning environments for our students.

Even though we are moving in new directions with changing roles and responsibilities for our library media specialists, the traditional components of school library media programs will continue to be important. *Connecting Learners: The South Carolina Educational Technology Plan*, the South Carolina academic standards, and *The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT): Performance Dimensions for Library Media Specialists* emphasize the importance of quality materials, technology resources, and services. Central to student achievement during the twenty-first century will be school library media programs, which can provide these materials, technology, and resources.

The purpose of this publication, *Catalyst: Setting the Standards for Student Learning through School Library Media Centers*, is to provide a guide for the educational community in establishing, enhancing, and supporting these information resource centers. Let us work in collaboration to provide the quality library media programs necessary for improving student achievement in all our schools.

Inez M. Tenenbaum
State Superintendent of Education

Introduction

Current education initiatives in South Carolina call for school library media programs that support, complement, and enhance the educational philosophy and goals established in each school and district. South Carolina's curriculum frameworks, the academic standards, and *The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT): Performance Dimensions for Library Media Specialists* support a new mission for school library media programs and encourage expanded collaborative roles for school library media specialists. *Catalyst: Setting the Standards for Student Learning through School Library Media Centers* addresses the school library media program in the broadest perspective. The school library media program in each school will champion unique curriculum components and support school renewal plans and district strategic plans.

This document reflects the principles defined in the 1998 publication from the American Library Association and the Association for Educational Communications and Technology, *Information Power: Building Partnerships for Learning*. Each school and district is encouraged to use *Information Power* and this publication, *Catalyst*, to ensure a strong collaborative role for the library media program as our schools continue to change, grow, and improve. This document is intended to assist in planning and administering a school library media program that promotes educational excellence for all students.

Statement of Basic Principles

These basic principles provide the foundation for student achievement and lifelong learning:

- We believe that literacy is essential to the success of the individual, the family, and society.
- We believe that access to information and ideas is indispensable to the development of human potential.
- We believe that information and ideas strengthen society and should be honored and protected.
- We believe that student achievement is the ultimate goal.

Goal

To provide a school library media program that is fully integrated into the curriculum and that has a positive impact on student achievement.

Objectives

- Objective 1:** The teachers, administrators, school library media specialist, and other members of the school community will collaborate to achieve the full integration of the library media program into the curriculum.
- Objective 2:** The school library media program will provide open and equal access to information and resources needed to support the mission of the library media center.
- Objective 3:** The school library media center collection of resources and materials will be current and of sufficient quality and quantity to meet the information and reading needs of the students and staff.
- Objective 4:** The school library media specialist will promote literacy through support of the national Information Literacy Standards for Student Learning (see appendix A).
- Objective 5:** The school library media center will have appropriate funding and adequate staff and facilities essential to accomplish the mission of the school library media program.

Essentials of an Effective Library Media Program

Objectives

Objective 1

The teachers, administrators, school library media specialist, and other members of the school community will collaborate to achieve the full integration of the library media program into the curriculum.

Responsibilities for Implementation

Administrators should

- include the library media specialist on instructional committees and instructional design teams (e.g., curriculum and technology);
- support and serve as members of the library media center advisory committee; and
- support the library media program by
 - a. ensuring teacher and library media specialist collaboration,
 - b. encouraging educational technology integration into the curriculum, and
 - c. evaluating teacher and library media specialist team teaching.

Teachers should

- inform the library media specialist of units of study;
- plan with the library media specialist on a regular basis;
- volunteer to serve on a library media center advisory committee; and
- integrate educational technology in the pedagogy.

Library media specialists should

- plan with teachers on a regular basis;
- serve on the curriculum committee and the technology team;
- know and use the curriculum frameworks and academic standards from the South Carolina Department of Education as the basis for collaboration;
- establish a library media center advisory committee;
- plan, conduct, and evaluate learning activities with teachers;
- educate students and teachers in the use of educational technology; and
- model integration of educational technology.

Objective 2

The school library media program will provide open and equal access to information and resources needed to support the mission of the library media center.

Administrators should

- support the concept of flexible scheduling with all members of the school community;
- implement flexible scheduling of the library media center;
- provide adequate staffing to support flexible scheduling; and
- provide adequate staff development to all faculty and staff members on the flexible scheduling concept.

Teachers should

- provide opportunities for students to visit and use the library media center and
- work and plan with the library media specialist to ensure use of the library media center at the point of instructional need.

Library media specialists should

- implement flexible scheduling of the library media center;
- work and plan with teachers to schedule classes to visit and use the library media center;
- utilize knowledge of the curriculum to promote the integration of information resources into the curriculum;
- provide resources, facilities, and opportunities for various-size group activities; and
- support the concept of freedom of information.

Objective 3

The school library media center collection of resources and materials will be current and of sufficient quality and quantity to meet the information and reading needs of the students and staff.

Administrators should

- provide adequate funding for collection development including print and nonprint materials and
- support collection development, including the disposing of outdated materials.

Teachers should

- inform the library media specialist of resource needs;
- assist in the selection, evaluation, acquisition, and weeding of the library media center resource collection through the library media advisory committee; and
- provide the library media specialist with a list of additional resources needed to support instructional units.

Library media specialists should

- know the curriculum and collection well enough to target areas of the collection where additional resources are needed;
- assess resource needs regularly through formal and informal evaluation (e.g., surveys, observations, interviews with teachers);
- utilize appropriate selection tools;
- coordinate the selection, acquisition, organization, and circulation of a collection of library media resources that meets the needs of all members of the school community;
- involve patrons in the selection and evaluation of materials, information databases, and related equipment to support learning objectives;
- implement and direct a continuous library resource collection development and evaluation process that focuses on regular and collaborative assessment of instructional units, diverse learning needs of all patrons, and the formats and resources to meet those needs;
- provide a collection that includes, but is not limited to, print materials, audiovisual resources, electronic resources, on-line resources, and resources from emerging technologies;
- renew the collection annually at a minimum rate of 5 percent of the total collection;
- provide a collection of print, nonprint, and electronic materials that directly supports school goals and curriculum, reflecting a diversity of learning styles, levels of skill, and cultural differences; and
- provide a collection with a minimum of 2,500 volumes, exclusive of government documents and textbooks. (See appendix B for specific recommendations on total collection size.)

Objective 4

The school library media specialist will promote information literacy through support of the national Information Literacy Standards for Student Learning.

Administrators should

- provide leadership by recognizing and acknowledging the positive impact of school library media programs on student achievement and the creation of lifelong learners;
- communicate to the faculty and staff the importance of a teaching partnership between the classroom teacher and the library media specialist;
- allocate time for staff development to facilitate teacher-library media specialist collaboration;
- model information literacy skills;
- provide opportunities and resources for integrating information literacy skills into curriculum activities; and
- communicate high expectations to students, faculty, and staff for the inclusion of information literacy skills into the curriculum.

Teachers should

- develop partnerships with the library media specialist to integrate information literacy skills into the curriculum to meet academic standards;
- develop proficiencies in utilizing instructional technology;
- utilize various instructional strategies to address the students' different learning styles; and
- create opportunities for students to practice information literacy skills.

Library media specialists should

- assist student development in reading, viewing, listening, communicating, and evaluating processes using available technologies;
- develop proficiencies in utilizing instructional technology;
- offer staff development opportunities to integrate information literacy skills into the curriculum; and
- establish partnerships with classroom teachers to integrate information literacy skills into the curriculum to meet academic standards.

Objective 5

The school library media center will have adequate staff, appropriate funding, and facilities essential to accomplish the mission of the school library media program.

Staffing**Administrators should**

- provide adequate staff (see appendix D for recommendations);
- provide extended contracts to library media specialists (see appendix E for recommendations);
- ensure that the library media center staff's only assigned responsibility is the library media center;
- provide a substitute when the library media specialist is absent;
- guide and encourage the professional development of the library media center staff; and
- provide a full-time library media coordinator at the district level (see appendix F for recommendations).

Library media specialists should

- keep the administration informed of library media center staff needs through regular reports;
- provide input in the selection of library media center staff members;
- provide training and supervision of library media center staff members;
- guide and encourage professional development for all library media center staff members;
- provide substitute plans when absent; and
- participate in professional development opportunities for library media specialists.

Funding**Administrators should**

- allocate adequate state and local funds to keep the library media center resource collection current (see appendix G for recommendations) and
- provide funding to keep technology up-to-date and to provide maintenance of existing technology.

Teachers should

- inform the library media specialist of resource needs;
- assist in the selection, evaluation, acquisition, and weeding of the library media center resource collection through the library media advisory committee; and

- provide the library media specialist with a list of additional resources needed to support instructional units.

Library media specialists should

- develop a budget based on
 - a. requests from students, teachers, and other staff members;
 - b. needs to ensure that the resource collection is up-to-date; and
 - c. collaboration with all members of the school community; and
- keep the school community informed of technology trends and school needs.

Facilities

Administrators should

- include the library media specialist in planning and as a member of any building committee for renovations or new construction;
- visit the library media center often;
- provide flexible access to the library media center to ensure equity of access to the resources by all students and teachers; and
- meet regularly with the library media specialist to discuss facility needs, such as furniture, lighting, HVAC system, and technology infrastructure.

Teachers should

- offer to display student projects, artwork, and so forth in the library media center;
- offer to assist in creating bulletin boards and other displays to highlight the importance of reading and to encourage reading;
- assist the library media specialist in keeping the library media center neat and orderly by using appropriate classroom management strategies during class visits; and
- suggest various furniture and production area arrangements that will maximize use of available space.

Library media specialists should

- demonstrate knowledge of the *South Carolina Facilities Planning and Construction Guide*;

- demonstrate knowledge of trends in library construction;
- demonstrate knowledge of the school's curriculum;
- demonstrate knowledge of technology needs for instruction;
- serve as an information resource for the building committee in planning renovations or new construction;
- create a warm, inviting atmosphere to encourage the use of the library media center;
- provide displays (e.g., bulletin boards, signs, book arrangements) to encourage reading;
- provide signage to assist patrons in locating resources;
- meet regularly with the principal to discuss facility needs such as furniture, lighting, HVAC system, and technology infrastructure;
- provide a library media center that is neat, orderly, clean, and clutter free; and
- manage all available space for maximum utilization.

Appendix A

The Nine Information Literacy Standards for Student Learning

Information Literacy Standards

- Standard 1: The student who is information literate accesses information efficiently and effectively.
- Standard 2: The student who is information literate evaluates information critically and competently.
- Standard 3: The student who is information literate uses information accurately and creatively.

Independent Learning Standards

- Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.
- Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
- Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

Social Responsibility Standards

- Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

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Appendix B

Recommendations for Collection Size of Print Resources Based on School Enrollment

In the past decade a technology explosion has taken place in our schools, providing access to information beyond the walls of the schools via the Internet and within the physical limitations of the schools via the school's intranet. However, we must provide a varied, up-to-date collection of print resources in addition to those resources in electronic format. When there are network problems, other library media center resources should be available.

Just as technology changes, so does a school's curriculum. We must have a dynamic print collection that changes to meet the ever-changing curriculum needs. To encourage an up-to-date collection, we make the following recommendations:

- Middle and high schools with enrollments of fewer than two hundred should have a minimum of 2,500 volumes.
- Middle and high schools with enrollments equal to or greater than two hundred should have a minimum of ten volumes per student, up to 12,500 volumes.
- Elementary, K–12, and special-purpose schools should have a minimum of fifteen volumes per student or 3,000 volumes, whichever is greater.

Appendix C

Recommendations for Weeding the School Library Media Center Resource Collection

The school library media center resource collection should be weeded annually. The entire collection may be weeded at one time or the collection could be weeded on a rotating schedule (e.g., fiction in November, reference in January, and nonfiction in May).

The school's curriculum is dynamic, changing to meet the evolving needs of students and teachers. Likewise the school library media center resource collection should be dynamic, continually changing to meet the evolving information and recreational reading needs of the learning community—students, teachers, administrators, parents, and the community in general.

All students in South Carolina's schools are entitled to a collection of resources that is current, sufficient in quantity to meet the recommended standards for collection size, and aligned to the school's curriculum.

The following recommendation is made for weeding the library media center resource collection to ensure that the collection is up-to-date and will support the instructional program of the school:

1. Multiply the total number of volumes in the collection by 5 percent.
2. The result will be the number of volumes that should be weeded from the collection and the number of volumes that should be added to the collection.
3. Use the curriculum and collection maps to determine the number of volumes to be weeded from each section of the collection (e.g., Fiction, 500s, 600s, 900s).
4. Delete the discarded barcodes from the library media center circulation database.
5. Mark the items as "Discarded" and follow the district procedure for disposing of the discarded items.

Appendix D

Recommendations for Staffing the Library Media Center Based on School Enrollment

School Enrollment	Certified Personnel	Support Staff
0–499.....	one library media specialist	one full-time aide
500–999.....	one library media specialist	two full-time aides
1,000–1,499.....	two library media specialists.....	two full-time aides
1,500–1,999.....	two library media specialists.....	three full-time aides
2,000 and up.....	three library media specialists.....	three full-time aides

Appendix E

Recommendations for Contract Length for Library Media Center Staff

It is recommended that the contract length for certified library media specialists be the equivalent of a teacher contract plus a minimum of ten days.

It is recommended that the contract length for library media center support staff be the equivalent of a teacher contract plus a minimum of five days.

Appendix F

Recommendation for District-Level Library Media Coordinator

One full-time media coordinator is recommended for districts with a minimum of fifteen schools or a minimum of ten thousand students.

Districts with less than fifteen schools should be served by a lead library media specialist and a contact person in the district office.

Appendix G

Recommendation for Allocation of State and Local Funds

It is recommended that 20 percent of instructional monies be allocated for library media center expenditures. Money for technology hardware and software purchases and maintenance shall be in addition to the minimum 20 percent allocation for library media center resources.

Appendix H

Space Requirements

(From the forthcoming edition of the South Carolina Department of Education's
School Facilities Planning and Construction Guide)

303.4 Media Centers

303.4.1 Every school shall have a library/media center of a size commensurate with the long-range student population of the school and sufficient to house the minimum required materials specified by the Southern Association of Colleges and Schools.

303.4.2 Reading Rooms

303.4.2.1 The minimum size of the reading room for each media center shall be determined as follows:

303.4.2.1.1 Elementary schools: For schools having an enrollment of up to 1,000 students, 10 percent of the enrollment multiplied by 30 square feet, with a minimum size being 1,200 square feet.

303.4.2.1.2 Secondary schools: For schools having an enrollment of up to 2,000 students, 15 percent of the first 400 students plus 10 percent of the remainder, the total to be multiplied by 30 square feet.

303.4.2.1.3 For schools having enrollments in excess of the above, the additional area required should be determined by the district, based on the number of students to be seated at any one time, the number of volumes to be accommodated, and type of programs expected to be utilized.

303.4.2.2 The amount of student seating to be provided should be determined by the district, based on anticipated needs.

303.4.2.3 The librarian shall have visual control of the entire facility.

303.4.3 Office and Workroom

303.4.3.1 These areas shall be required in all media centers and are most often combined, although in larger secondary schools a separate office may be desired. The recommendations are an area a minimum of 180 square feet in smaller schools and up to 250 square feet in larger schools.

303.4.3.2 A generous glass area shall be provided for an overview of the reading room.

303.4.4 Conference Room

303.4.4.1 A minimum of one conference room shall be required in all media centers, with two recommended in larger elementary schools and two or more in larger secondary schools.

303.4.5 Audiovisual Storage Room

303.4.5.1 A secure audiovisual storage room shall be required in all media centers. Its size should be determined by the amount of hardware to be housed plus consideration for a video tape recording center, if placed here.

303.4.6 Head-In Room

303.4.6.1 A secure head-in room shall be required in all media centers. Its size shall be determined by program requirements.

Appendix I

Access to Resources and Services in South Carolina School Library Media Centers

The school library media center plays a unique role in the school by serving as the information resource center for the entire learning community—students, faculty and staff, administrators, parents, and the community at large. Students are empowered to practice their critical-thinking and problem-solving skills through independent use of the library media center resources. Students are also encouraged to engage in self-selected recreational reading.

School library media specialists work in a special capacity in the school by assisting both student and adult learners in locating, retrieving, and evaluating a wide range of information, ideas, and information technology. School library media specialists work closely with classroom teachers to design instructional activities and thematic units that will prepare students to work independently in the information-rich society of the twenty-first century.

School library media specialists know the school's curriculum, the state and national standards, the information needs of their patrons, and the composition of the learning community being served. On the basis of this knowledge, they develop a collection of resources that is developmentally appropriate for the students being served and that meets the information and recreational reading needs of all patrons. These resource collections support the school's curriculum as well as the mission and goals of the library media center, the school, and the district. South Carolina's school library media center collections, which are aligned with each school's curriculum, support the mission and goals of the particular library media center itself, the school, and the district. These resource collections represent a diversity of cultures, periods, and viewpoints and are available in all formats—print, nonprint, electronic, and Web-based.

South Carolina's schools reflect the cultural diversity of our general population. Many of our students must learn English as a second language (ESL). School library media specialists are aware of needs of these ESL students and work to provide equal access to information, resources, and services to address the linguistic, ethnic, and cultural diversity of the learning community.

School library media specialists partner with members of the learning community to select new resources for inclusion in the school library media center collection. These educators rely on their professional expertise as well as sound selection policies and criteria in making their decisions for new acquisitions. Resources are selected to support the curriculum and to meet the recreational reading needs of all library media center users. School library media specialists and other educators select resources without regard for their personal, political, social, or religious views. Students and other members of the learning community have equal and open access to the resources and services of school library media centers in South Carolina schools.

Local school boards have policies in place that guarantee student and educator access to ideas and information. These board policies address library media center collection development (selection and acquisition) and detail the process by which a request for reconsideration of materials can be made. These policies provide for a timely and fair hearing and ensure that the process is applied equitably to all requests for reconsideration when concerns are raised about a particular resource. School library media specialists have a policy and procedures manual for the library media center. This manual details the board policy for collection development and the process for a request for reconsideration of materials. School library media specialists support and implement district policies and procedures.

Appendix J

Position Statement on Appropriate Staffing for School Library Media Centers

The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

1. All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certified library media specialists working full-time in the school's library media center.
2. Both professional personnel and support staff are necessary for all library media programs at all grade levels. Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.
3. More than one library media professional is required in many schools. The specific number of additional professional staff is determined by the school's size, number of students and of teachers, facilities, [and] specific library program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in *Information Power: Guidelines for School Library Media Programs*.
4. All school systems must employ a district library media director to provide leadership and direction to the overall library media program. The district director is a member of the administrative staff and serves on committees that determine the criteria and policies for the district's curriculum and instructional programs. The director communicates the goals and needs of both the school and district library media programs to the superintendent, board of education, other district-level personnel, and the community. In this advocacy role, the district library media director advances the concept of the school library media specialist as a partner with teachers and promotes a staffing level that allows the partnership to flourish.

"Position Statement on Appropriate Staffing for School Library Media Centers." American Association of School Librarians, American Library Association. N.D. April 1991.

<http://www.ala.org/aasl/positions/ps_schoolmedia.html>.

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Appendix K

Position Statement on Flexible Scheduling

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library media programs must be shared by the entire school community:

- The board of education endorses the philosophy that the library program is an integral part of the district's educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.
- The district administration supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.
- The principal creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

- The teacher uses resource-based instruction and views the library media program as a integral part of that instruction.
- The library media specialist is knowledgeable about curriculum and classroom activities and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

“Position Statement on Flexible Scheduling.” American Association of School Librarians, American Library Association. June 1991.

<http://www.ala.org/aasl/positions/ps_flexible.html>.

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Appendix L

Position Statement on the Value of Independent Reading in the School Library Media Program

In an information age, literacy demands not only the ability to read and write but also the ability to process information and communicate effectively. Research suggests that reading proficiency increases with the amount of time spent reading voluntarily. Unfortunately, independent reading is often a casualty in our fast paced, media-oriented society. Today's students know how to read but have little or no interest in doing so. They have failed to catch the love of reading; therefore, they choose not to read.

The adoption of Goals 2000 has made literacy an issue of national importance; therefore, a primary goal of the school library media program must be to create lifelong readers. It is imperative that school library media specialists work with teachers and parents to find ways to instill in students the joy of reading while helping them build the reading habit.

To become lifelong readers, students must have

- access to current, quality, high interest, and extensive collections of books and other print materials in their library media centers, classrooms, and public libraries;
- contact with adults who read regularly and widely and who serve as positive reading role models;
- certified school library media specialists and classroom teachers who demonstrate their enthusiasm for reading by reading aloud and book-talking;
- time during the school day dedicated to reading for pleasure, information, and exploration;
- opportunities specifically designed to engage young people in reading;
- schools that create an environment where independent reading is valued, promoted, and encouraged; and
- opportunities that involve caregivers, parents, and other family members in reading.

The man who does not read good books has no advantage over the man who cannot read them.

—Mark Twain

“Position Statement on the Value of Independent Reading in the School Library Media Program.” American Association of School Librarians, American Library Association. July 1999.
<http://www.ala.org/aasl/positions/ps_independent.html>.

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Appendix M

Position Statement on Resource-Based Instruction: The Role of the School Library Media Specialist in Reading Development

Reading development is a process for attaining literacy by integrating oral and written language experiences into the literature and content areas. Spoken language, reading, and writing are learned simultaneously. As students read “real books” and write to communicate, learning becomes relevant, interesting, and motivational and prepares students for lifelong learning. Acquisition, organization, and dissemination of resources to support the reading program through the library media center is cost-effective for the entire school district.

The following elements are integral to an effective reading program:

- The library media center is flexibly scheduled so that students and teachers have unlimited physical and intellectual access to a wide range of materials. Students are not limited to using only commercially prescribed or teacher-selected materials.
- Students choose from a varied, non-graded collection of materials which reflect their personal interests.
- Students learn to identify, analyze, and synthesize information by using a variety of materials in a variety of formats.
- Multidisciplinary approaches to teaching and learning are encouraged.
- Teachers and library media specialists cooperatively select materials and collaboratively plan activities that offer students an integrated approach to learning.
- Teachers and library media specialists share responsibility for reading and information literacy instruction. They plan and teach collaboratively based on the needs of the students.
- Continual staff development is critical to reading instruction.
- The responsibility for successful implementation of reading development is shared by the entire school community—teachers, library media specialists, and administrators working together.

“Position Statement on Resource-Based Instruction: The Role of the School Library Media Specialist in Reading Development.” American Association of School Librarians, American Library Association. July 1999. <http://www.ala.org/aasl/positions/ps_reading.html>.

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Appendix N

The Role of the School Library Media Program

The school library media program is not only integral to and supportive of the school curriculum but also provides a mechanism for choice and exploration beyond the prescribed course of study. The school library media program provides a wide range of resources and information that satisfy the educational needs and interests of students. Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where students may explore more fully classroom subjects that interest them, expand their imaginations, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

The school library media program serves all of the students of the community—not only the children of the most powerful, the most vocal, or even the majority, but all of the students who attend the school. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The school library media program strives to maintain a diverse collection that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students served. Though one parent or member of the school community may feel a particular title in the school library media center's collection is inappropriate, others will feel the title is not only appropriate but desirable.

The school library media center is the symbol to students of our most cherished freedom—the freedom to speak our minds and hear what others have to say. I urge that the decision of this board be one that reaffirms the importance and value of the freedom to read, view, and listen and sends a message to students that in America, they have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.

“The Role of the School Library Media Program.” American Association of School Librarians, American Library Association. October 1990.
<http://www.ala.org/aasl/positions/ps_roleschool.html>.

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Appendix O

The School Library Media Supervisor

Today's schools demand the presence of quality library media programs in order to meet the needs of students in gaining the competencies needed to manage the vast amount of knowledge in our rapidly changing, technologically oriented world. Superior instruction requires the use of multiple instructional resources in the educational process. To satisfy these needs, the quality school library media program is led by a library media supervisor and staffed by qualified library media professionals and competent library media support personnel. The responsibilities of a supervisor encompass many areas but can be classified as those of administrator, communicator, teacher, facilitator, and leader.

Administrator: The library media supervisor directs and administers the library media program based on a plan of action that is based on the district's mission statement, goals, and objectives. The supervisor is responsible for evaluating and making recommendations for the improvement of the library media program, developing and administering the budget, and administering district policies and procedures. Additional responsibilities include administering policies regarding materials selection, the handling of challenged materials, and copyright issues. Personnel responsibilities include selection, supervision, and evaluation of the district media office staff, and, along with principals, selection and evaluation of building library media staff. Closely related activities are the development of job descriptions and the recruitment of school library media personnel. In a consulting capacity, the supervisor is actively involved in specifications for remodeling or new construction of library media centers.

Communicator: The supervisor must know and be able to explain the district's goals and objectives, administrative and educational policies, and philosophy. The supervisor conveys information to library media specialists, teachers, administrators, parents, and students through the development of newsletters, manuals, handbooks, presentations, and bulletins. Reports and studies pertaining to library media are provided as needed to the district, the state, or other agencies. The interpretation and promotion of library media programs are important functions of the supervisor. Serving as a spokesperson for school library media programs, the supervisor represents the district in government, private agencies, and professional organizations. The supervisor provides information on educational studies, research, standards, legislation, and growth opportunities to library media staff, administrators, and other teachers.

Teacher: The supervisor serves as a teacher in developing and coordinating an integrated program of library and information skills instruction and as a resource person to administrators, teachers, library media specialists, and students. The supervisor provides staff development in the use of instructional resources and technology innovations for school district personnel.

Facilitator: The supervisor coordinates the operation of a districtwide library media program that encompasses all aspects of instructional resources. The major goal is to provide access to

information through a variety of sources at each building and throughout the district. The supervisor serves as a member of curriculum development teams and as a planner and implementer of the K–12 instructional program.

Leader: The supervisor is alert to new ideas, keeps abreast of innovative teaching methods, and applies research principles to the development and advancement of library media programs. The supervisor assesses needs and develops long-range plans for the district- and building-level library media programs. The supervisor gives direction to the district in implementing the objectives of the school library media program.

Scenarios

The Library Media Supervisor as Administrator

There is an opening for a library media specialist in one school. The library media supervisor screens the applications to select qualified applicants. The supervisor reviews the job description with the interview team and drafts interview questions based on input from team members. As chairperson of the interview team, the supervisor directs the questioning of the candidate by team members and leads the team in arriving at consensus on the candidate to be hired.

The Library Media Supervisor as Communicator

The library media supervisor writes a monthly one-page newsletter for all building- and district-level administrators. The newsletter contains short articles on what is happening in the library media centers in the district and explains some of the state and national trends and how these trends might impact the district. The trends have been identified by reading journals in the education and library media fields and by attending workshops and conferences. Building-level library media specialists receive copies of the newsletter so they may share items of interest with others in their buildings.

The Library Media Supervisor as Teacher

After a discussion with the building-level librarian and the school administrator, the library media supervisor presents a series of seminars for the faculty on the impact of collaborative planning and flexibly scheduled access to library media centers on teaching and learning.

The Library Media Specialist as Facilitator

During the revision of the information literacy curriculum, the library media supervisor acts as chairperson of the committee. To focus the committee's work on incorporating the information retrieval and use skills into units of instruction, the supervisor brings copies of the national standards and examples of exemplary curricula and relates them to the curricular goals of the district.

The Library Media Specialist as Leader

After reviewing the district's policy on copyright, the library media supervisor alerts the superintendent to the need for a policy revision, especially in the area of new and emerging technologies. At the superintendent's request, the library media supervisor forms a committee of library media specialists, teachers, principals, students, and community members to revise the policy. The library media supervisor is available to interpret the new policy when it is presented to the school board for adoption.

"The School Library Media Supervisor." American Association of School Librarians, American Library Association. June 1994.

<http://www.ala.org/aasl/positions/ps_supervisor.html>.

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Appendix P

Position Statement on the Role of the Library Media Specialist in Outcomes-Based Education

The library media specialist has an essential role in curriculum development. Outcomes-based education is a curriculum practice that establishes clearly defined learner outcomes based on the premise that all students can be successful learners. High expectation outcomes, which are essential for success after graduation, require carefully aligned curricula, instructional strategies, and performance-based assessment. In their unique roles as information specialists, teachers, and instructional consultants, library media specialists actively participate in both the planning and implementation of outcomes-based education.

As Information Specialist

The library media specialist working collaboratively with teachers, administrators, and parents

- provides knowledge of availability and suitability of information resources to support curriculum initiatives;
- engages in the developmental process with the planning team, using knowledge of school curriculum and professional resources;
- facilitates the use of presentation tools in print, technology, and media for dissemination efforts; and
- serves as an expert in organizing, synthesizing, and communicating information.

As Teacher

The library media specialist

- determines learning outcomes, including those in information literacy, for all students in the school and/or system;
- plans, implements, and evaluates resource-based learning;
- integrates information literacy into all curriculum outcomes; and
- develops ongoing performance-based assessments for determining the achievement of outcomes.

As Instructional Consultant

The library media specialist

- facilitates development of teachers' understanding and implementation of outcomes-based education;
- plans for learning environments supportive of curriculum integration;
- previews and selects resources and technology to accommodate the learning styles and multiple intelligences of students; and

- designs and implements a variety of instructional strategies and experiences that engage each student in successful learning.

Information Power: Guidelines for School Library Media Programs states that the mission of the library media program is to ensure that students and staff are effective users of ideas and information. The school library media specialist is a powerful partner in providing an integrative curriculum that prepares students for success in the twenty-first century.

Scenarios of the Library Media Specialist in Outcomes-Based Education

Library media specialists actively participate in the planning and implementation of outcomes-based education as information specialists, teachers, and instructional consultants. In the following scenarios, library media specialists demonstrate these essential roles.

The Library Media Specialist as Information Specialist

Scenario #1: A library media specialist, recently appointed to the school district's new outcomes-based committee, returning to the library media center goes on-line to locate information sources on this new curriculum initiative. After assessing the suitability of accumulated resources, the library media specialist selects three full-text articles to copy for the committee members and prepares an annotated bibliography of additional resources.

Scenario #2: A library media specialist and two other members of the outcomes-based education committee are working together to prepare a presentation for a public hearing on the outcomes proposed by the committee. After some discussion, the group decides to use a variety of media to communicate their outcomes proposal. The library media specialist has assembled a number of media which can be used for the presentation. Working together, the three teachers select appropriate text, audio, and visuals for their multimedia presentation.

The Library Media Specialist as Teacher

Scenario #1: A library media specialist, as a member of the K–8 science curriculum writing team, is meeting with the group to identify the information literacy outcomes that will become part of the curriculum. After reviewing the learning outcomes of the library media department, the team decides to integrate information literacy skills into the study of an estuary. The team asks the library media specialist to work with other team members to prepare suitable examples to be incorporated into the curriculum document.

Scenario #2: A library media specialist and an English teacher are meeting with a class of high school students to evaluate video projects recently completed by the class under the guidance of the library media specialist. The videos are being used as a part of the assessment of an extensive research project on contemporary American authors. Later, the two teachers will meet to discuss and evaluate the process the students used to complete their projects.

The Library Media Specialist as Instructional Consultant

Scenario #1: A library media specialist is meeting with the middle school social studies department to determine the resources needed for their recently developed outcomes curriculum. Suggestions are given for the use of primary sources in several units and for a variety of multimedia programs that fit and demonstrate the desired outcomes. Annotated bibliographies of other available resources and examples of assessment products are provided.

Scenario #2: A library media specialist, after reviewing the new curriculum documents and soliciting input from the faculty, meets with the school administrator to discuss the need to provide a wider variety of learning environments within the library media center. A tentative long-range plan has been prepared that would add additional resources, in a wide variety of formats, to the library media collection. In addition, a floor plan providing more space for production of materials needed for assessment is presented. The administrator, while agreeing in principle with the plan, expresses concern about fiscal constraints; both agree to investigate grant possibilities.

“Position Statement on the Role of the School Library Media Specialist in Outcomes-Based Education.”
American Association of School Librarians, American Library Association. June 1994.
<http://www.ala.org/aasl/positions/ps_outcomeed.html>.

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Appendix Q

The Role of the School Library Media Specialist in Site-Based Management

Many schools committed to excellence through reform and restructuring use the site-based management model. In these schools, the library media specialist is an important member of and a contributor to the building-level, decision-making team.

As a member of the team, the library media specialist

- shares decision making with administrators and other teachers as a partner in instruction, budgeting, program planning, and collection development;
- collaborates with classroom teachers throughout the process of designing, implementing, and evaluating instruction; and
- accesses a broad network of information resources within and outside the school to provide information and relevant research to help guide the school staff in making informed decisions.

The contributions that the library media specialist can make to site-based managed schools are particularly valuable because he or she

- works cooperatively with and understands the needs of many groups (e.g., teachers, students, administrators, parents, and community members);
- views the school's curriculum with a broad perspective;
- works with students at all ability and grade levels across all curricular areas;
- understands technology and its uses in teaching and learning; and
- designs the library media facility in relationship to the space needs of the total school programs.

Background Information on Site-Based Management for School Library Media Personnel

Just as business has reexamined traditional management styles in recent years, education is focusing reform and restructuring efforts on those closest to the students. Library media programs at the school building level can be positively affected by site-based management.

Information Power: Guidelines for School Library Media Programs (American Library Association, 1988) encourages shared decision making and involvement on the part of all stakeholders in the development of quality library media programs. It validates the role of the library media specialist in site-based management schools. As the initial planning for site-based management begins, it is the library media specialist who can provide information, relevant research, and a common vocabulary to help guide the school staff in making informed choices.

As a model for schools, site-based management directly impacts four major areas of decision making: personnel, curriculum, budget, and facilities. All four are of vital importance in the development of library media programs, and the library media specialist should provide leadership as policies are developed in these areas.

Personnel: The success of a site-based management system depends on the extent to which teachers, library media specialists, administrators and others who contribute to student learning know their roles and responsibilities. The library media specialist as a teacher, instructional consultant, and information specialist has the expertise to function as a building leader, thus playing a critical role in decision making.

Curriculum: To achieve support at the building level, it is important that the library media program is fully integrated into the curriculum and is viewed as an essential component to student achievement. As an instructional consultant, the library media specialist is a member of the instructional team throughout the process of designing, implementing, and evaluating instruction.

Curriculum and instructional developments are influenced significantly by major, ongoing technological advancements. Library media specialists must be aware of new developments, recognize those appropriate for the instructional goals of the school site, and provide the leadership and expertise for their incorporation into the instructional program of the school.

Budget: Site-based management requires that the library media specialist plan and defend the building-level library media budget. The budget request should indicate the resources necessary to accomplish a given set of goals and objectives that are tied closely to the instructional program. Aligning budgetary and instructional priorities is a sound practice that will win support for the library media program. A vehicle for establishing priorities for purchasing must be in place, and it must address the budgetary relationship to other departments in the school. Documentation of present needs and long-range planning for future needs should be an ongoing process.

Facilities: The library media staff must be actively engaged in the entire facility planning process, working with teachers and administrators to determine how the library media facility relates to the overall program. The arrangement of facilities should create an environment that encourages the use of various media, motivates students to use materials and services necessary for learning, and provides the design flexibility needed to accommodate new technologies.

Site-based management demands the participation and commitment of all stakeholders—faculty, administration, school services personnel, parents, students, and community members. Library media specialists, having a broad perspective of the school's curriculum and a cooperative relationship with many working groups, are in a unique position to collaborate with each of the stakeholders.

The changes inherent in site-based management require ownership and are accomplished gradually over a period of time. It is a complex process involving new expectations and

changes in traditional roles. An optimistic and pro-active library media specialist will be informed about the site-based management process and the potential for involvement. This library media professional must take a leadership role in helping administrators and other teachers recognize and value the library media program as an indispensable part of the students learning experience. A nation of lifelong learners depends on it.

“The Role of the Library Media Specialist in Site-Based Management.” American Association of School Librarians, American Library Association. N.d.
<http://www.ala.org/aasl/positions/ps_sitemgmt.html>.

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Appendix R

Information Literacy: A Position Paper on Information Problem Solving

To be prepared for a future characterized by change, students must learn to think rationally and creatively, solve problems, manage and retrieve information, and communicate effectively. By mastering information problem-solving skills students will be ready for an information-based society and a technological workplace.

Information literacy is the term being applied to the skills of information problem solving. The purpose of this position paper is to identify the key elements of information literacy and present a rationale for integrating information literacy into all aspects of the K-12 and post-secondary curriculum. Many aspects of both the school restructuring movement and library media programs relate directly to information literacy and its impact on student learning.

Today, many different groups are helping to define information literacy. For example, information literacy is one of five essential competencies for solid job performance, according to the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). The SCANS report makes the case for developing high-performance skills to support an economy characterized by high skills, high wages, and full employment. A high-skill workforce is also called for in the National Technology Policy for America.

Educators are recognizing the importance of information literacy. In 1991, the Association of Supervision and Curriculum Development (ASCD) adopted the following statements: "Information literacy . . . equips individuals to take advantage of the opportunities inherent in the global information society. Information literacy should be a part of every student's educational experience. ASCD urges schools, colleges, and universities to integrate information literacy programs into learning programs for all students."

ASCD is one of sixty educational associations which have formed the National Forum on Information Literacy (NFIL).

Restructuring and Information Literacy

Research on the restructuring of schools calls for the teacher's role to change from a textbook lecturer to that of a coach. Students become active learners who create their own knowledge after interacting with information from a variety of resources. Learning that results from use of multiple resources is often referred to as resource-based learning.

Resource-based learning requires that students are effective users of information regardless of format. Print resources, such as books and magazines, as well as electronic resources, such as computer databases and laser videodiscs, will be used by students. Students will master information literacy skills when teachers and library media specialists guide them as they use

information with a discipline or through an interdisciplinary project. Another component of restructuring, performance assessment, flows from active resource-based learning. Learning is assessed by observing student demonstrations of ability, knowledge, or competencies. In a fully functioning performance assessment setting, student portfolios and other assessment techniques are used to measure outcomes or competencies.

Curriculum and Information Literacy

To become effective information users, students must have frequent opportunities to handle all kinds of information. Locating, interpreting, analyzing, synthesizing, evaluating, and communicating information should become a part of every subject across the curriculum. Resource-based learning calls for all members of the educational community to become partners in a shared goal, providing successful learning experiences for all students. Learning environments should be structured to allow students unlimited access to multiple resources in the classroom, the library media center, and beyond the school walls.

The principal, as instructional leader, fosters resource-based learning by providing adequate planning time and budget support. As instructional partners, the classroom teacher and library media specialist are actively involved in identifying the learning needs of the students, developing teaching units, and guiding their progress. The library media specialist facilitates activities which offer meaningful practice in using a variety of information resources.

In an effective information literacy curriculum, the student's experience with information moves away from learning traditional library location skills taught in isolation. Rather, the student learns information literacy skills, as defined in this paper, embedded into the core curriculum. Once acquired, a solid foundation of information literacy skills will prepare students for a lifetime of learning.

Library Media Programs

The role of the library media program is to ensure that students and staff are effective users of ideas and information. The library media program supports the curriculum by providing adequate resources, personnel and training so that both students and teachers become independent users of information.

The library media specialist plays a critical role in a school's instructional program. To foster information literacy, the library media specialist

- Works with the classroom teacher as a partner to plan, design, deliver, and evaluate instruction using a variety of resources and information problem-solving skills.
- Serves as a teacher and consultant in the transition from a textbook centered classroom to a resource-based classroom.
- Provides leadership, expertise, and advocacy in the use of technology and resources.
- Partners with teachers to empower students to accept responsibility for their own learning, thereby becoming capable of learning over a lifetime.

- Manages a program (personnel, resources, facility, and services) in which students receive instruction and practice in the use of information. Guidance is given for reading, viewing, and listening so that students can locate resources for both personal enrichment and information problem solving.

A school library media program that is truly integrated into the school's curriculum is central to helping students master information literacy skills.

Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.

ALA Presidential Committee on Information Literacy

Introduction

The ability to access and use information is necessary for success in school, work, and personal life. The following steps represent the basic element in an information literacy curriculum.

I. Defining the Need for Information

The first step in the information problem solving process is to recognize that an information need exists and to define that need. The student will be able to

- a. recognize different uses of information (i.e., occupational, intellectual, recreational);
- b. place the information needed within a frame of reference (who, what, when, where, how, why);
- c. relate the information needed to prior knowledge; and
- d. formulate the information problem using a variety of questioning skills (i.e., yes/no, open ended).

II. Initiating the Search Strategy

Once the information problem has been formulated, the student must understand that a plan for searching has to be developed. The student will be able to

- a. determine what information is needed, often through a series of sub-questions;
- b. brainstorm ideas and recognize a variety of visual ways of organize ideas to visualize relationships among them (i.e., webbing, outlining, listing);
- c. select and use a visual organizer appropriate to the subject;
- d. list key words, concepts, subject headings, and descriptors;
- e. explain the importance of using more than one source of information;
- f. identify potential sources of information; and

- g. identify the criteria for evaluating possible sources (i.e., timeliness, format, appropriateness).

III. Locating the Resources

At the onset of a search a student will recognize the importance of locating information from a variety of sources and accessing specific information found within an individual resource. The student will be able to

- a. locate print, audiovisual, and computerized resources in the school library media center using catalogs and other bibliographic tools;
- b. locate information outside of the school library media center through online databases, interlibrary loan, telephone, and facsimile technology;
- c. identify and use community information agencies (i.e., public and academic libraries, government offices) to locate additional resources;
- d. use people as sources of information through interviews, surveys, and letters of inquiry;
- e. consult with library media specialists and teachers to assist in identifying sources of information; and
- f. access specific information within resources by using internal organizers (i.e., indexes, tables of contents, cross references) and electronic search strategies (i.e., keywords, Boolean logic).

“Library media specialists help students build positive attitudes toward the use and communication of ideas” (*Information Power: Building Partnerships for Learning*).

IV. Assessing and Comprehending the Information

Once potentially useful information has been located, the student uses a screening process to determine the usefulness of the information. The student will be able to

- a. skim and scan for major ideas and keywords to identify relevant information;
- b. differentiate between primary and secondary sources;
- c. determine the authoritativeness, currentness, and reliability of the information;
- d. differentiate among fact, opinion, propaganda, point of view, and bias;
- e. recognize errors in logic;
- f. recognize omissions, if any, in information;
- g. classify, group, or label the information;
- h. recognize interrelationships among concepts;
- i. differentiate between cause and effect;
- j. identify points of agreement and disagreement among sources;
- k. select information in formats most appropriate to the student’s individual learning style; and
- l. revise and redefine the information problem if necessary.

V. Interpreting the Information

Following an assessment of the information, the student must use the information to solve the particular information problem. The student will be able to

- a. summarize the information in the student's own words and paraphrase or quote important facts and details when necessary for accuracy and clarity;
- b. synthesize newly gathered information with previous information;
- c. organize and analyze information in a new way;
- d. compare information gathered with the original problem and adjust strategies, locate additional information, or reexamine information when necessary; and
- e. draw conclusions based on the information gathered and the student's interpretation of it.

VI. Communicating the Information

The student must be able to organize and communicate the results of the information problem-solving effort. The student will be able to

- a. use the search information to identify the important conclusions or resolutions to the problem to be shared with others;
- b. decide on a purpose (i.e., to inform, persuade, entertain) for communicating the information and identify the intended audience;
- c. choose a format (i.e., written, oral, visual) appropriate for the audience and purpose;
- d. create an original product (i.e., speech, research paper, videotape, drama); and
- e. provide appropriate documentation (i.e., bibliography) and comply with copyright law.

VII. Evaluating the Product and Process

Evaluation is the ability to determine how well the final product resolved the information problem and if the steps taken to reach the desired outcome were appropriate and efficient. Students may evaluate their own work and/or be evaluated by others (i.e., classmates, teachers, library media staff, parents). The student will be able to

- a. determine the extent to which the conclusions and project met the defined information need and/or satisfied the assignment (i.e., How well did I do?);
- b. consider if the research question/problem, search strategy, resources, or interpretation should have been expanded, revised, or otherwise modified (i.e., What could/should I have done differently?); and
- c. re-assess his/her understanding of the process and identify steps which need further understanding, skill development, or practice (i.e., How can I do better in the future?).

Information Literacy in Action

Students practice information literacy in many different ways. In the following scenarios that exemplify cooperative instructional efforts between teachers and library media specialists, students demonstrate their information problem-solving skills through significant learning experiences.

Scenario #1: Three students in the elementary school library media center are working at a multimedia workstation completing a report of interviews with elderly community residents. They are incorporating stories about their community during World War I, photos of some of the community residents, photos of the community from that period of time, and a table with community population figures. This report will go into each child's portfolio.

Scenario #2: In the middle school media center students are using electronic mail to work with scientists and other students on the International Arctic Project. Using the Internet, an international electronic communication network, students are sharing data from their own lake study project with students as far away as Russia. They are also following an arctic training expedition, questioning and receiving information from the explorers.

Scenario #3: In the high school library media center students are preparing to produce a video news report set in the Civil War. They are searching the school district online catalog, a database of statewide library resources and online historical magazine indexes, and a laserdisc of resources from the Library of Congress. Among the resources selected by one student are primary source newspapers, a videotaped documentary, and an audio recording of folk songs, along with books and magazine articles. Electronic mail is used to request some items through interlibrary loan.

Scenario #4: Elementary students who are setting up a freshwater aquarium in their classroom during a study of aquatic life plan their class time with the teacher before they consult and work with the library media specialist to locate and use print and non-print sources. They collect the materials, plants, and animals based on their completed research. The teacher and library media specialist locate biological data through the Internet, and students confer with the local experts via telephone interview and Internet e-mail.

Scenario #5: A team of middle school teachers and the library media specialist plans a study of life in the Middle Ages that will involve a special mock celebration. They group students, identify projects that will be completed, and suggest roles each will play in the study. The teachers and library media specialist review the requirements and identify resources necessary, the best information access points for each group, and the most efficient scheduling of time and resource use.

Scenario #6: Advanced high school students involved in an independent study in chemistry are matched with mentors with whom they communicate through telephone and the Internet. The mentors guide students in projects and suggest sources with which to work. The students negotiate with teachers on the project expectations and completion time. Information needs are formulated with the library media specialist, and materials are collected for completion of projects.

Scenario #7: A district staff development workshop is planned by a team of curriculum personnel, the principal, the library media specialist, and teachers. The workshop emphasis is on critical thinking skills. Information searches are completed in ERIC and other national databases to identify research in the field, people as speakers, and resources for student use. Plans are completed, packets of information collated for distribution, and the workshop sponsored.

Scenario #8: Elementary students involved in a whole language reading program listen to storytellers of folk tales before selecting related books to read. After reading, students advise the teacher and library media specialist on the themes and characters that they think they should pursue. The students, teacher, and library media specialists locate non-print and print sources in local and statewide catalogs for further student reading and study. Students use gathered materials for their own storytelling festival.

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